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ABSTRACT

These guidelines attempt to simplify and standardize a process for assessing vocational education programs in the Maricopa Community College District. After an introductory section outlining the purposes and mandates of such assessments, the paper discusses the roles and responsibilities of the District Task Force and of the Occupational Dean and College Task Force. After noting the resources used in the creation of the assessment instrument, the paper outlines its 12 categories: program planning; program advisory committee; curriculum and instruction; student organization; facilities, equipment, and safety; cooperative education; guidance and counseling; placement and follow-up; staff qualifications and professional development; evaluation; services to special populations; and program support. The next sections describe a data matrix, designed to identify sources of information, and outline the 11 steps recommended by the District Task Force for the implementation of the program evaluation. Finally, the requirements for reports to the district's governing board and to the state department of education are briefly discussed. Appendices provide: (1) the assessment instrument; (2) the data matrix; (3) a proposed evaluation timeline; and (4) a suggested format for the summary report. (AYC)

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ED206358

MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT

GUIDELINES

For

OCCUPATIONAL PROGRAM ASSESSMENT

JC 810 505

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GUIDELINES

I. Introduction/Purpose of Assessment

The Joint Council on Educational Priorities (JCEP), created by the Governing Board of the Maricopa Community Colleges when they accepted the Chancellor's Blueprint for Long Range Planning proposed by Chancellor Paul A. Elsner in February 1978, has twice designated occupational education as the first educational priority in the District in its two reports.

The goal for occupational education as stated by JCEP is "that policies and procedures continue to be developed that provide programs for job ready training which minimize the completion time required and maximize skill development to meet job market demands." To meet this goal, the 1980 JCEP Charrette participants recommended the development of a District Master Plan and the assessment of current programs. Assessment of the current status of occupational education has not only been recommended by JCEP but also mandated by the State Department of Education and the Maricopa County Community College District Governing Board.

Given the three mandates for program assessment, the need for coordination of efforts was apparent. A "single process, single instrument" approach was explored with interested parties. These Guidelines, representing the efforts of the staff of the Office of the Vice Chancellor for Educational Development, the District Task Force on Occupational Education Planning and several consultants, attempt to simplify and standardize the program assessment process.

II. Roles and Responsibilities

The 1980 JCEP Report recommended the appointment of both a District Task Force on Occupational Education Planning and College Task Forces as their complement. In relation to program assessment, the District Task Force is responsible for

A. development and approval of an assessment questionnaire;

B. development of a Data Matrix which

1. indicates where information can be located,

2. indicates who should provide or collect information,

3. indicates who should report the findings;

C. the preparation of Guidelines for procedures.

The role of the Occupational Dean and College Task Force is the facilitation of the process and the implementation of the instrument for program assessment. Specifically, members monitor the

A. completion of a questionnaire for each program;

B. collection of data, documenting where necessary;

C. analysis of the data;

d. reporting of findings, and

E. making of recommendations.

In addition, the College Task Force may appoint faculty to participate in the assessment.

III. Instrumentation

The "single" instrument was created after review of federal rules and regulations, a search of pertinent instruments used at other community colleges, and consideration of State Department priorities. From this review a set of questions was classified into categories.

The District Task Force, meeting on several occasions, made recommendations for change, refining the questions and the categories to include:

A. Program Planning

B. Program Advisory Committee

C. Curriculum and Instruction

D. Student Organization

E. Facilities, Equipment and Safety

F. Cooperative Education

G. Guidance and Counseling

H. Placement and Follow-up

I. Staff Qualifications and Professional Development

J. Evaluation

K. Services to Special Populations

L. Program Support

A copy of the instrument is attached to these Guidelines, Appendix A.

IV. Data Matrix

In an effort to further simplify the process, the staff of the Office of Educational Development and the District Task Force on Occupational Education Planning prepared a "Data Matrix". This matrix, Appendix B, identifies the source of information for each question of the instrument and the responsibility for providing the information. The person(s) completing the questionnaire(s) should rely on the matrix only as a guide, since sources of information may differ from college to college.

V. Procedures for Implementation

Although it is up to the College Task Forces to determine exactly how to conduct the assessment, the District Task Force recommends the following procedures:

A. each college holds an orientation meeting for persons participating in and/or those affected by the assessment;

B. the Occupational Dean, Department Chairperson, and one or more faculty per program complete a questionnaire individually and to the best of their ability, provide appropriate documentation wherever necessary;

C. after completion of individual questionnaires, these individuals meet as a group, reach a consensus, and complete a "single" instrument for the program. A minority report may be attached to the Program Assessment Summary in the event a consensus cannot be reached;

D. if data are unavailable, denote by N/A;

E. cite source(s) for all data;

F. Data Processing - District function - coordinated by Analytical Studies;

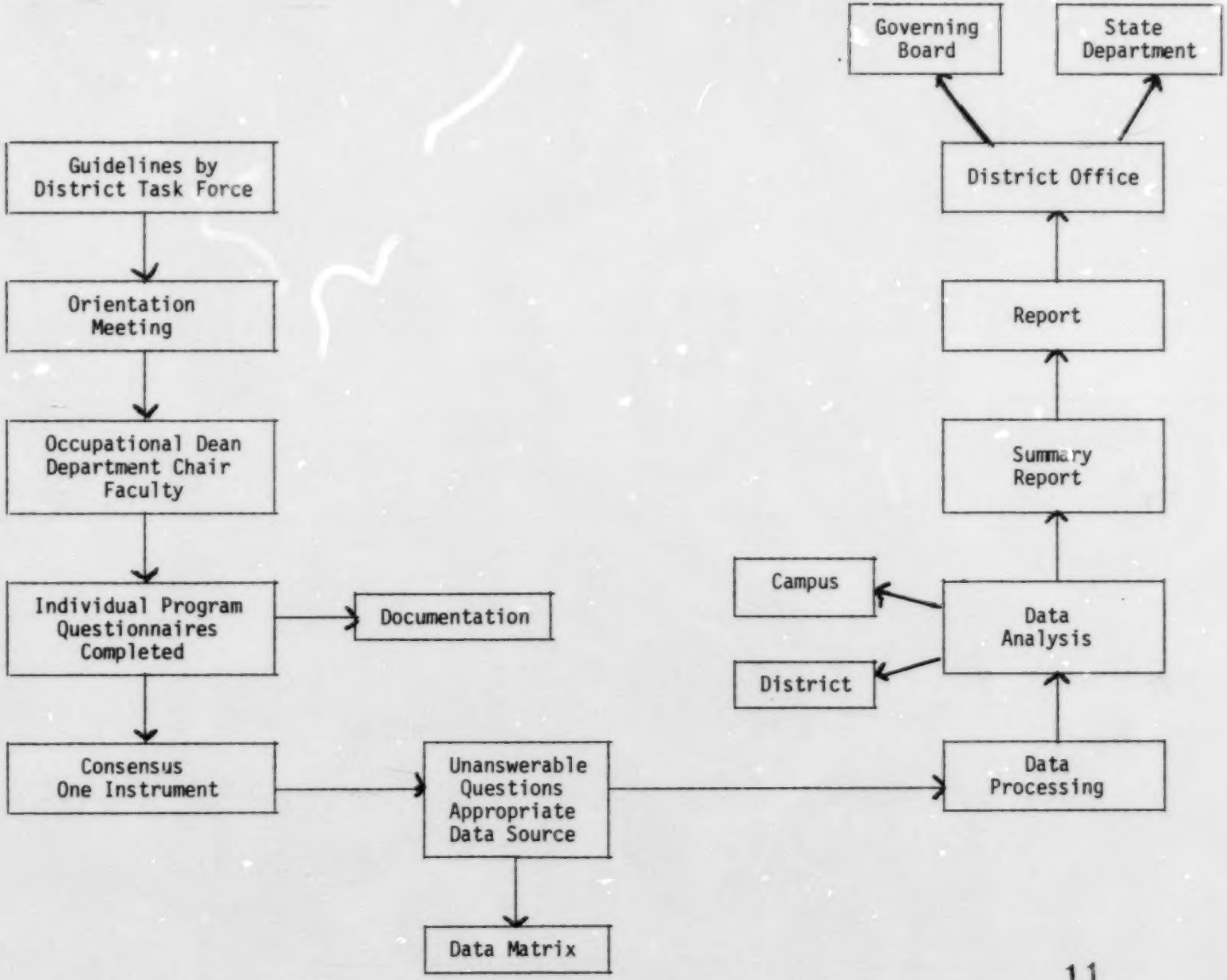
G. Data Analysis - campus function for individual program;

H. Summary Report (Appendix D) - compiled by campus team (see B above); written by the appointed faculty member;

I. Summary Report and supporting documents submitted by Occupational Dean to Dean of Instruction and College President;

J. College President forwards two copies to the District Director of Occupational Education;

K. District Director of Occupational Education reviews reports and prepares District-wide reports mandated by the Governing Board and State Department of Education. The Timeline for these activities is attached as Appendix C.


Guidelines by District Task Force
Orientation Meeting
Occupational Dean Department Chair Faculty
Individual Program Questionnaires Completed
Documentation
Consensus One Instrument
Unanswerable Questions Appropriate Data Source
Data Matrix
Data Processing
Campus
District
Data Analysis
Summary Report
Report
District Office
Governing Board
State Department

VI. Reporting

Report to the Governing Board

The Governing Board of the Maricopa Community Colleges, at 22 September 1980 meeting, approved a resolution which requires that the colleges and administration give to the Governing Board an annual report of all accredited, certificated and experimental programs in the District. The Board requested that these annual reports be brief, objective, rigorous and verifiable.

In keeping with this resolution, a Summary Report, not to exceed three pages, is recommended for the Board. The format of the report, cover sheet and a program profile are attached as Appendix D.

Report to the State Department and for Planning Purposes

For the State Department and for planning requirements a more complete report is necessary. This report should contain three elements:

A. the Summary Report

B. the completed instrument, and

C. all documentation.

The last page of the assessment document titled Program Quality Profile is to be used to record an overall impression or rating of the twelve areas of assessment. This section is not to be used as an arithmetical summary. The profile page should be viewed as a subjective overview of the program assessed.

APPENDIX A

Instrument

Name of Program _____

College _____

Date Completed _____

EVALUATION AND ASSESSMENT STANDARDS FOR MCCCD OCCUPATIONAL PROGRAMS

1.0 Program Planning

1.1 How long has the program been in existence? _____

1.2 When was the program last revised? _____

1.3 Were adequate facilities and equipment available to support the program as determined by:

1.3.1	the department/faculty?	Yes	No	DK*
1.3.2	Occupational Dean/College Administration?	Yes	No	DK
1.3.3	industry/advisory committee?	Yes	No	DK
1.3.4	students	Yes	No	DK

1.4 Were adequate funds available to properly support the program as determined by:

1.4.1	the department/faculty?	Yes	No	DK
1.4.2	Occupational Dean/College Administration?	Yes	No	DK
1.4.3	industry/advisory committee?	Yes	No	DK
1.4.4	students	Yes	No	DK

1.5 Were qualified staff available to support the program as determined by:

1.5.1	the department/faculty?	Yes	No	DK
1.5.2	Occupational Dean/College Administration?	Yes	No	DK
1.5.3	industry/advisory committee?	Yes	No	DK
1.5.4	students	Yes	No	DK

1.6 Did a survey of local employers indicate:

1.6.1	a willingness to donate surplus equipment or supplies?	Yes	No	DK
1.6.2	a willingness to participate in cooperative education?	Yes	No	DK

* DK = Don't Know

1.0 Program Planning (Continued)

1.7 To what extent was program planning based upon:

			Low				High	
1.7.1	student interests and needs?	0	1	2	3	4	5	DK
1.7.2	job market/employment demand?	0	1	2	3	4	5	DK
1.7.3	district philosophy and objectives?	0	1	2	3	4	5	DK
1.7.4	advisory committee recommendations?	0	1	2	3	4	5	DK
1.7.5	community survey results?	0	1	2	3	4	5	DK
1.7.6	recommendations from North Central accreditation?	0	1	2	3	4	5	DK
1.7.7	professional/accrediting agency recommendations?	0	1	2	3	4	5	DK
1.7.8	occupational dean/college administration recommendations?	0	1	2	3	4	5	DK
1.7.9	department/faculty recommendations?	0	1	2	3	4	5	DK

2.0 Program Advisory Committee

2.1 Does the program have an advisory committee? Yes No

2.2 Is an agenda prepared in advance of the program advisory committee meeting? Yes No

2.3 Are minutes kept of the program advisory committee meeting? Yes No

2.4 Are minutes of the advisory committee meeting promptly distributed to members within ten working days? Yes No

2.5 Is the role and function of the program advisory committee explicitly stated in writing? Yes No

2.6 To what extent is the program advisory committee effective in assisting with the:

		Low				High	
2.6.1	determination of the need for the program?	0	1	2	3	4 5	NA*
2.6.2	planning of program?	0	1	2	3	4 5	NA
2.6.3	evaluation of program?	0	1	2	3	4 5	NA
2.6.4	development of student selection criteria?	0	1	2	3	4 5	NA
2.6.5	determination of teacher qualifications?	0	1	2	3	4 5	NA
2.6.6	planning of course outlines and offerings?	0	1	2	3	4 5	NA
2.6.7	development and implementation of cooperative education agreements?	0	1	2	3	4 5	NA
2.6.8	selection of appropriate facilities and equipment?	0	1	2	3	4 5	NA
2.6.9	placement of students?	0	1	2	3	4 5	NA
2.6.10	development and implementation of public relation programs?	0	1	2	3	4 5	NA

2.7 How many times has the program advisory committee met during the past year? _____

2.8 What percent of the members of the program advisory committee typically attend each meeting? _____

2.9 What is the average tenure of a program advisory committee member? _____

2.10 What is the total number of members on the program advisory committee? _____

* NA = Not Applicable

2.11 How many members of the advisory committee represent:
(members may be counted more than once)

2.11.1	business/industry served by the program?	_____
2.11.2	the community?	_____
2.11.3	students?	_____
2.11.4	faculty?	_____
2.11.5	administration?	_____
2.11.6	labor?	_____
2.11.7	high school vocational programs?	_____
2.11.8	women and minority groups?	_____

3.0 Curriculum and Instruction

3.1 Are there written statements of the:

3.1.1	scope and objectives of the program?	Yes	No
3.1.2	completion requirements of the program?	Yes	No

3.2 Does the curriculum meet external accrediting agency requirements? Yes No NA

3.3 Are there written statements of the:

3.3.1	skill and performance objectives of each course?	Yes	No
3.3.2	requirements of each course?	Yes	No
3.3.3	grading procedures of each course?	Yes	No

3.4 Are all courses scheduled so that program requirements can be met within stated completion times for:

3.4.1	day students only?	Yes	No
3.4.2	evening students only?	Yes	No
3.4.3	both day and evening students?	Yes	No

3.5 Has sufficient lab time been scheduled for courses involving skill training? Yes No

3.6 Do courses have:

3.6.1	approved textbooks available for purchase by students?	Yes	No
3.6.2	instructional guides and materials for faculty use?	Yes	No
3.6.3	instructional materials for student use?	Yes	No

3.7 To what extent does the curriculum:

		Low				High	
3.7.1	provide competencies identified by business and industry?	0	1	2	3	4 5	NA
3.7.2	focus on basic occupational skill development?	0	1	2	3	4 5	NA
3.7.3	provide basic skills development?	0	1	2	3	4 5	NA
3.7.4	provide personal and leadership development?	0	1	2	3	4 5	NA
3.7.5	provide social interaction and occupational experiences?	0	1	2	3	4 5	NA
3.7.6	include both theoretical and practical learning activities?	0	1	2	3	4 5	NA

3.0 Curriculum and Instruction (Continued)

3.8 Do courses within the program utilize:

3.8.1	field trips to related industries?	Yes	No	NA
3.8.2	guest speakers from related industries?	Yes	No	NA
3.8.3	audio-visual instructional aids?	Yes	No	NA
3.8.4	hands-on experience?	Yes	No	NA
3.8.5	lecture-discussion?	Yes	No	NA
3.8.6	individualized instruction?	Yes	No	NA

3.9 Does the instruction accommodate the differing entry skills of students? Yes No NA

3.10 Are instructional modes appropriate for the content taught? Yes No NA

3.11 Supply FTSE (full-time student equivalent) and FTTE (full-time teacher equivalent) for the current semester as follows:

*Course Prefix and Number	FTSE		FTTE	
	Day	Evening	Day	Evening

* Select those courses considered to be specialty (core) courses in the program rather than general education or elective courses.

4.0 Student Organization

4.1 Is there a student chapter of a professional society related to the program? Yes No NA

4.2 Is there a student organization related to the program on the campus? Yes No NA

5.0 Facilities, Equipment and Safety

5.1 Are the facilities:

5.1.1	owned by or leased to the district?	Yes	No	NA
5.1.2	of sufficient size to support the program?	Yes	No	NA
5.1.3	arranged to simulate actual work conditions?	Yes	No	NA
5.1.4	free from architectural barriers to physically handicapped students?	Yes	No	NA
5.1.5	free from safety hazards?	Yes	No	NA
5.1.6	well maintained and in good condition?	Yes	No	NA
5.1.7	designed for the program's requirements?	Yes	No	NA
5.1.8	meeting the requirements of external accrediting agencies?	Yes	No	NA

5.2 Is the equipment:

5.2.1	owned by or leased to the district?	Yes	No	NA
5.2.2	of sufficient quantity to support the program?	Yes	No	NA
5.2.3	current enough to reflect industry use?	Yes	No	NA
5.2.4	accessible to students?	Yes	No	NA
5.2.5	equipped with all appropriate safety devices?	Yes	No	NA
5.2.6	meeting the requirments of external accrediting agencies?	Yes	No	NA

5.3 Are there sufficient instructional supplies and expendable materials available? Yes No NA

5.4 Are shop and personal safety procedures:

5.4.1	explained during initial lab periods?	Yes	No	NA
5.4.2	monitored and practiced throughout the course?	Yes	No	NA
5.4.3	documented and posted where appropriate?	Yes	No	NA

5.5 Is safety equipment:

5.5.1	available for all shop and lab classes?	Yes	No	NA
5.5.2	used when needed in shop and lab classes?	Yes	No	NA

5.6 Does the shop or lab meet established regulatory safety requirements? Yes No NA

5.7 To what extent are safety factors considered in determining:

		Low				High	
5.7.1	class size in shops and labs?	0	1	2	3	4	5	NA
5.7.2	the selection of equipment?	0	1	2	3	4	5	NA
5.7.3	the design of facilities?	0	1	2	3	4	5	NA

6.0 Cooperative Education

6.1 Are written policies and procedures established to direct cooperative education agreements? Yes No NA

6.2 Are there sufficient numbers of employers willing to participate in cooperative education programs to meet student demand? Yes No NA

6.3 Do employers provide supervision of cooperative education students? Yes No NA

6.4 Do instructors provide:

6.4.1 advisement to cooperative education students regarding their responsibilities? Yes No NA

6.4.2 coordination between employers and cooperative education students? Yes No NA

6.5 Do instructors integrate cooperative education experiences with the instructional progam? Yes No NA

6.6 How many program students participated in cooperative education programs:

6.6.1 during the current academic year? _____
6.6.2 during the past academic year ? _____
6.6.3 during the academic year two years ago? _____

6.7 What percent of students enrolled in the program participate in cooperative education programs:

6.7.1 during the current academic year? _____
6.7.2 during the past academic year ? _____
6.7.3 during the academic year two years ago? _____

7.0 Guidance and Counseling

7.1 Are guidance and counseling personnel available to serve:

7.1.1	new full-time students?	Yes No
7.1.2	new part-time students?	Yes No
7.1.3	continuing day students?	Yes No
7.1.4	continuing evening students?	Yes No

7.2 Are instructors and department/division personnel available to advise occupational students on a regular basis? Yes No

7.3 Are data available in the program area concerning:

7.3.1	current hiring needs?	Yes No
7.3.2	probable starting salaries?	Yes No
7.3.3	future hiring trends?	Yes No

7.4 To what extent are students counseled and/or placed in occupational programs on the basis of:

		Low				High	
7.4.1	self-selection?	0	1	2	3	4 5	NA
7.4.2	occupational aptitude and ability tests?	0	1	2	3	4 5	NA
7.4.3	occupational preference tests?	0	1	2	3	4 5	NA
7.4.4	previous experience?	0	1	2	3	4 5	NA

7.5 How many students formally applied for enrollment in the program:

7.5.1	during the current year		
	a. in the day program?	_____	NA
	b. in the evening program?	_____	NA
7.5.2	during the past year		
	a. in the day program?	_____	NA
	b. in the evening program?	_____	NA
7.5.3	two years ago		
	a. in the day program?	_____	NA
	b. in the evening program?	_____	NA

7.6 How many students were admitted to the program:

7.6.1	during the current year		
	a. in the day program?	_____	NA
	b. in the evening program?	_____	NA
7.6.2	during the past year		
	a. in the day program?	_____	NA
	b. in the evening program?	_____	NA

7.6 How many students were admitted to the program: (Continued)

7.6.3 two years ago
- a. in the day program? _____ NA
- b. in the evening program? _____ NA

7.7 How many of the students admitted to the program:

7.7.1 in the current year are
- a. men? _____ NA
- b. women? _____ NA
- c. ethnic minorities? _____ NA
- d. handicapped? _____ NA

7.7.2 in the past year were
- a. men? _____ NA
- b. women? _____ NA
- c. ethnic minorities? _____ NA
- d. handicapped? _____ NA

7.7.3 two years ago were
- a. men? _____ NA
- b. women? _____ NA
- c. ethnic minorities? _____ NA
- d. handicapped? _____ NA

7.8 How many students in the first year of a two-year program:

7.8.1 are now enrolled
- a. in the day program? _____ NA
- b. in the evening program? _____ NA

7.8.2 were enrolled last year
- a. in the day program? _____ NA
- b. in the evening program? _____ NA

7.8.3 were enrolled two years ago
- a. in the day program? _____ NA
- b. in the evening program? _____ NA

7.9 How many students in the second year of a two-year program:

7.9.1 are now enrolled
- a. in the day program? _____ NA
- b. in the evening program? _____ NA

7.9.2 were enrolled last year
- a. in the day program? _____ NA
- b. in the evening program? _____ NA

7.9.3 were enrolled two years ago
- a. in the day program? _____ NA
- b. in the evening program? _____ NA

7.10 What was the average retention rate from the first to the second semester of the program?

7.10.1	during the past year		
	a. for day students?	_____	NA
	b. for evening students?	_____	NA
7.10.2	two years ago		
	a. for day students?	_____	NA
	b. for evening students?	_____	NA
7.10.3	three years ago		
	a. for day students?	_____	NA
	b. for evening students?	_____	NA

8.0 Placement and Follow-up

8.1 Does the campus placement office maintain a file containing:

8.1.1	current job openings?	Yes	No
8.1.2	current starting salaries?	Yes	No
8.1.3	a list of industry contacts?	Yes	No

8.2 Are placement records kept by the campus placement office on:

8.2.1	students seeking placement?	Yes	No
8.2.2	students placed?	Yes	No
8.2.3	employers with whom students are placed?	Yes	No

8.3 Is there an active program of student placement follow-up? Yes No

8.4 Does the student placement follow-up program collect data on:

8.4.1	employer satisfaction	Yes	No
8.4.2	student (completer) satisfaction	Yes	No
8.4.3	employment/retention	Yes	No

8.5 To what extent do students in the occupational program utilize the services of a placement office? Low High 0 1 2 3 4 5 NA

8.6 To what extent do instructors refer students to the placement office? 0 1 2 3 4 5 NA

8.7 How many current students seeking placement assistance were placed in:

8.7.1	full-time jobs related to the program area?	_____
8.7.2	part-time jobs related to the program area?	_____

8.8 How many students who completed degree/certificate requirements seeking placement assistance were placed in jobs related to the program area:

8.8.1	during the past year?	_____
8.8.2	two years ago?	_____
8.8.3	three years ago?	_____

8.9 What was the average annual starting salary range of students placed by the placement office:

8.9.1 during the past year? _____
8.9.2 two years ago? _____
8.9.3 three years ago? _____

8.10 What was the average starting salary of these students?

8.10.1 during the past year? _____
8.10.2 two years ago? _____
8.10.3 three years ago? _____

8.11 Who is responsible for collecting placement and follow-up data? _____

9.0 Instructional Staff Qualifications and Professional Development

9.1 Do all full-time and part-time instructional staff meet:

9.1.1	state and district certification requirements for the program area?	Yes	No	
9.1.2	external accrediting agency requirements?	Yes	No	NA

9.2 Are all instructors periodically evaluated by their:

9.2.1	peers?	Yes	No
9.2.2	students?	Yes	No
9.2.3	administrators?	Yes	No

9.3 Are funds available to the program area for attending:

9.3.1	in-state workshops, seminars and conferences?	Yes	No
9.3.2	out-of-state workshops, seminars and conferences?	Yes	No

9.4 Are funds available to staff for:

9.4.1	additional training and course work?	Yes	No
9.4.2	sabbatical leaves?	Yes	No

9.5 Is there an established method by which information gained from workshops, seminars and conferences is disseminated to interested faculty? Yes No

9.6 To what extent are faculty current in their knowledge of occupational areas:

			Low				High	
9.6.1	techniques or procedures?	0	1	2	3	4	5	NA
9.6.2.	equipment?	0	1	2	3	4	5	NA
9.6.3	employment opportunities?	0	1	2	3	4	5	NA

9.7 To what extent do district policies and procedures encourage:

9.7.1	attendance of in-state workshops, seminars and conferences?	0	1	2	3	4	5	NA
9.7.2	out-of-state workshops, seminars and conferences?	0	1	2	3	4	5	NA
9.7.3	taking of sabbatical leaves?	0	1	2	3	4	5	NA
9.7.4	working in business and industry during the summer?	0	1	2	3	4	5	NA

9.0 Staff Qualifications and Professional Development (Continued)

9.8 How many full-time faculty teach/taught in the program:

9.8.1	during the current year?	_____
9.8.2	during the past year?	_____
9.8.3	two years ago?	_____

9.9 How many part-time faculty teach/taught in the program:

9.9.1	during the current year?	_____
9.9.2	during the past year?	_____
9.9.3	two years ago?	_____

10.0 Evaluation

10.1 Have procedures been implemented to obtain:

10.1.1	student assessment of the program?	Yes No
10.1.2	employer assessment of the program?	Yes No
10.1.3	faculty assessment of the program?	Yes No

10.2 Are program content and instructional procedures reviewed annually by:

10.2.1	faculty?	Yes No
10.2.2	program advisory committee?	Yes No
10.2.3	administration?	Yes No

10.3 To what extent do student evaluations and/or surveys indicate:

		Low				High	
10.3.1	satisfaction with the quality of instruction?	0	1	2	3	4 5	NA
10.3.2	satisfaction with the usefulness of job skills taught?	0	1	2	3	4 5	NA
10.3.3	the ability of students to secure a job in a field related to the program area?	0	1	2	3	4 5	NA

10.4 To what extent do employer evaluations and/or surveys indicate satisfaction with regard to students' job preparation involving:

10.4.1	technical skills?	0	1	2	3	4 5	NA
10.4.2	communication skills?	0	1	2	3	4 5	NA
10.4.3	personal skills?	0	1	2	3	4 5	NA
10.4.4	promotion potential?	0	1	2	3	4 5	NA
10.4.5	problem solving skills?	0	1	2	3	4 5	NA
10.4.6	human relation skills?	0	1	2	3	4 5	NA

10.5 To what extent are student or employer evaluations and/or survey results used:

10.5.1	to modify or change instructional methods and course content?	0	1	2	3	4 5	NA
10.5.2	as the basis of planned changes in equipment and facilities?	0	1	2	3	4 5	NA
10.5.3	to eliminate, modify or expand existing programs?	0	1	2	3	4 5	NA

10.6 How many students completed the program:

10.6.1	during the past year?	_____
10.6.2	two years ago?	_____
10.6.3	three years ago?	_____

10.0 Evaluation (Continued)

10.7 What percentage of the students completed the program:

10.7.1	during the past year?	_____
10.7.2	two years ago?	_____
10.7.3	three years ago?	_____

10.8 How many of these completers:

10.8.1	during the past year were:	
	a. men?	_____
	b. women?	_____
	c. ethnic minorities?	_____
	d. handicapped?	_____
10.8.2	two years ago were:	
	a. men?	_____
	b. women?	_____
	c. ethnic minorities?	_____
	d. handicapped?	_____
10.8.3	three years ago were:	
	a. men?	_____
	b. women?	_____
	c. ethnic minorities?	_____
	d. handicapped?	_____

10.9 How many program graduates took licensing examinations:

10.9.1	last year?	_____	NA
10.9.2	two years ago?	_____	NA
10.9.3	three years ago?	_____	NA

10.10 How many of these passed the licensing examination:

10.10.1	last year?	_____	NA
10.10.2	two years ago?	_____	NA
10.10.3	three years ago?	_____	NA

10.11 What was the average score of those who took the exams, and the national average score:

		(MCCCD)	(NATIONAL)	
10.11.1	last year?	_____	_____	NA
10.11.2	two years ago?	_____	_____	NA
10.11.3	three years ago?	_____	_____	NA

10.12 How many of the graduates who passed licensing examinations:

10.12.1 during the past year were:
- a. men? _____
- b. women? _____
- c. ethnic minorities? _____
- d. handicapped? _____

10.12.2 two years ago were:
- a. men? _____
- b. women? _____
- c. ethnic minorities? _____
- d. handicapped? _____

10.12.3 three years ago were:
- a. men? _____
- b. women? _____
- c. ethnic minorities? _____
- d. handicapped? _____

11.0 Special Population Services

11.1 Is enrollment of students into the occupational program non-discriminatory with regard to race, religion, creed, sex, age, geographical location, physical or mental handicaps? Yes No

11.2 Does the occupational program attempt to recruit:

11.2.1	without sex bias?	Yes	No
11.2.2	minorities?	Yes	No
11.2.3	handicapped persons?	Yes	No

11.3 Is documentation on file which states the conditions that prevent handicapped students from being successful in the occupational program? Yes No

11.4 During the past year have there been any charges of sex discrimination with regard to:

11.4.1	admission policies?	Yes	No
11.4.2	text and instructional materials?	Yes	No
11.4.3	instructor or staff attitudes?	Yes	No

11.5 Are special services provided for:

11.5.1	disadvantaged students?	Yes	No	NA
11.5.2	handicapped students?	Yes	No	NA
11.5.3	other special students?	Yes	No	NA

11.6 Does the program provide equal opportunity to acquire:

11.6.1	marketable skills	Yes	No	NA
11.6.2	occupational knowledge	Yes	No	NA
11.6.3	positive attitudes for entrance into the occupation of their choice?	Yes	No	NA

12.0 Program Support

12.1 Do written policies exist reflecting administrative support and commitment to the occupational program? Yes No

12.2 Does the organizational structure exist which:

12.2.1 clearly defines line and staff responsibilities? Yes No

12.2.2 provides for adequate channels of communication? Yes No

12.3 Does the educational support structure provide for needed:

12.3.1 technicians, lab assistants or paraprofessionals? Yes No

12.3.2 secretarial or clerical services? Yes No

12.3.3 media support? Yes No

12.3.4 printing and duplicating services? Yes No

12.3.5 library services? Yes No

12.4 Does the program have established procedures for:

12.4.1 the budgeting and allocating of funds? Yes No

12.4.2 monitoring and controling of expenditures? Yes No

12.4.3 inventory control? Yes No

12.5 Do program budgets give adequate consideration to:

12.5.1 facility expansion and remodeling? Yes No NA

12.5.2 equipment replacement and repair? Yes No NA

12.5.3 instructional supplies and tools? Yes No NA

12.5.4 staffing needs? Yes No NA

12.5.5 curriculum development? Yes No NA

12.5.6 continuing education and evening programs? Yes No NA

12.5.7 inflationary trends? Yes No NA

12.6 Is the program budget based upon:

12.6.1 approved program objectives? Yes No NA

12.6.2 cost analyses of program components? Yes No NA

12.7 Are funds equitably allocated among areas within the program? Yes No NA

12.0 Program Support (Continued)

12.8 Is effective communication maintained among program personnel:

12.8.1	vertically	Yes	No	NA
12.8.2	horizontally	Yes	No	NA

12.9 What was the average cost per student during:

12.9.1	the past year?	_____
12.9.2	two years ago?	_____
12.9.3	three years ago?	_____

APPENDIX B

Data Matrix

OCCUPATIONAL PROGRAM ASSESSMENT

Data Matrix

QUESTION	WHERE IS THE DATA?	WHO CAN PROVIDE THE DATA?	DATA AVAILABLE?
1.1	*New Program Approval Forms	Occupational Dean	Yes
1.2	Program Modification Forms	Occupational Dean	Yes
1.3-1.6	*New Program Approval Forms	Occupational Dean	Yes
1.7	Occupational Dean	Occupational Dean	Yes
2.1-2.11	Occupational Dean	Occupational Dean	Yes
3.1.1	*New Program Approval/ Modification Forms	Chair/ Occupational Dean	Yes
3.1.2	College Catalog	Chair	Yes
3.2	Chair	Chair	Yes
3.3	Faculty	Chair	Yes
3.4	Chair	Chair	Yes
3.5-3.10	Faculty	Chair	Yes
3.11	Analytical Studies/ R&D	Chair/ Occupational Dean	Yes
4.1-4.2	Faculty	Chair	Yes

* - VT-3 Form (State)
  - New Program Summary Form (District)

Occupational Program Assessment
Data Matrix
Page 2

QUESTION	WHERE IS THE DATA?	WHO CAN PROVIDE THE DATA?	DATA AVAILABLE?
5.1.1	Occupational Dean	Occupational Dean	Yes
5.1.2-8	Faculty	Chair	Yes
5.2.1	Occupational Dean	Occupational Dean	Yes
5.2.2-6	Faculty	Chair	Yes
5.3	Faculty	Chair	Yes
5.4	Faculty	Chair	Yes
5.5-5.7	Faculty	Chair	Yes
6.1-6.4	Occupational Dean	Occupational Dean	Yes
6.5	Faculty	Chair	Yes
6.6-6.7	Chair/ Occupational Dean	Occupational Dean	Yes
7.1	Chair	Chair	Yes
7.2	Chair	Chair	Yes
7.3	Career Center/R&D/ Chair	Career Center/R&D/ Chair	?
7.4	Faculty Advisor	Chair	Yes
7.5-7.10	Chair/R&D	Chair/R&D	?
8.1-8.11	Career Center/ Placement Office	Career Center/ Placement Office	Yes

Occupational Program Assessment
Data Matrix
Page 3

QUESTION	WHERE IS THE DATA?	WHO CAN PROVIDE THAT DATA?	DATA AVAILABLE?
9.1	District Personnel Office/Chair	District Personnel Office/ Chair	Yes
9.2	Chair	Chair	Yes
9.3	Occupational Dean	Occupational Dean/ Dean of Instruction	Yes
9.4-9.5	Professional Growth Committee	Professional Growth Committee	Yes
9.6	Chair	Chair	Yes
9.7	Residential Faculty Policy/Professional Growth Committee	Occupational Dean	Yes
9.8-9.9	Chair	Chair	Yes
10.1.1-2	R&D/Analytical Studies	R&D/Analytical Studies	Yes
10.1.3	Chair	Chair	Yes
10.2.1	Chair	Chair	Yes
10.2.2-3	Occupational Dean	Occupational Dean	Yes
10.3-10.4	R&D/Analytical Studies	R&D/Analytical Studies	?
10.5	Chair	Occupational Dean	Yes
10.6	Faculty	Faculty/Chair	?
10.7-10.8	Chair/R&D/Admissions and Records	Chair/R&D/Admissions and Records	Yes
10.9-10.12	Chair/R&D	Chair/R&D	Yes

Occupational Program Assessment
Data Matrix
Page 4

QUESTION	WHERE IS THE DATA?	WHO CAN PROVIDE THE DATA?	DATA AVAILABLE?
11.1-11.3	Occupational Dean	Occupational Dean	Yes
11.4	District Affirmative Action Officer	District Affirmative Action Officer	Yes
11.5	Special Services	Special Services	Yes
11.6	Occupational Dean	Occupational Dean	Yes
12.1	JCEP	Occupational Dean	Yes
12.2-12.6	Chair	Chair	Yes
12.7	Occupational Dean	Dean of Instruction	Yes
12.8	Faculty/Chair/ Occupational Dean	Faculty/Chair/ Occupational Dean	Yes
12.9	Chair/ Occupational Dean	Chair/ Occupational Dean	Yes

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APPENDIX C

Timeline

TASK FORCE ON OCCUPATIONAL PLANNING

T I M E L I N E

5 September 1980

Final draft of instruments/forms to be used to summarize and report answers to questions; procedures for implementation.

15 September 1980

1. College Task Force on Occupational Education appointed by College President

2. Campus Orientation Meetings

3. Process of collecting data begins

25 and 26 September 1980

Staff Development Workshop: "Campus Development Team"

Keynoters: Drs. Barbara and Oscar Mink, Terry Thompson and Nora Comstock, University of Texas at Austin, Austin, TX

6 October 1980

Staff Development Workshop: "Day of Dialogue on Occupational Education"

Keynoter: Dr. Don C. Garrison, President of Tri-County Technical College, Pendleton, S.C.

Presentation by Colleges: "Where We Are"

Round Table Discussions: "Where We'd Like To Be"

23 and 24 October 1980

District Workshop: "Grant-writing for External Funds"

1 November 1980

College workshops on Proposal Development for Chancellor's JCEP Project Funds - "Z" Proposals

15 November 1980

Analysis of data for program assessment begins

1 December 1980

1. Proposals for funds under Chancellor's JCEP Projects are due

2. District Task Force Progress Meeting

8 and 9 January 1981

1. Staff Development Workshop: "Master Planning" and "Cycle Plan for Educational Development"

2. Charrette on "Issues for Master Planning"

15 January 1981

Final reports of program assessment are prepared and submitted to District Director of Occupational Education

20 January - 23 April 1981

On-site visits by Arizona Department of Education teams:

20-22 January 1981	Mesa Community College
27-29 January 1981	Scottsdale Community College
24-25 February 1981	Phoenix Community College
24-26 March 1981	Glendale Community College
31 March - 1 April 1981	Rio Salado Community College
21-23 April 1981	Maricopa Technical Community College

22 January - 30 April 1981

Staff Development Seminar Series for "Program Development"

15 February 1981

First "batch" of reports on program assessment presented to Governing Board.

6 March 1981

District Task Force Progress Meeting

15 March 1981

College workshops on proposal development for Chancellor's JCEP Project Funds

18 April 1981

First draft of "Master Plan" is discussed by District Task Force on Occupational Education

15 May 1981

1. Proposals for funds under Chancellor's JCEP Priorities Funds are due - "Z" Proposals

2. Second draft of "Master Plan" is approved by District Task Force on Occupational Education

3. Review program evaluation process/instrument - revisions if necessary

15 June 1981

1. "Master Plan" is presented to Governing Board

2. Proposals for funds under Chancellor's JCEP Priorities Funds are due - "Y" Proposals

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APPENDIX D

Summary Report Format,

Cover Sheet and Progress Profile

MCCCD OCCUPATIONAL PROGRAM ASSESSMENT

Name of Program _____

_____

College _____

Name of Person completing report (title) _____

_____

	Signature	Date
Department Head	_____	_____
Occupational Dean	_____	_____
Dean of Instruction	_____	_____
President	_____	_____
District Director for Occupational Education	_____	_____

Checklist for Report:

_____ 1. Cover Sheet
_____ 2. Program Assessment Summary
_____ 3. Program Quality Profile
_____ 4. Completed Instrument
_____ 5. Supporting Documentation

Evaluation and Assessment Standards for MCCCD Occupational Programs

PROGRAM ASSESSMENT SUMMARY

Program: _____ Evaluator: _____

College: _____ Date: _____

MAJOR STRENGTHS: _____

NEEDS FOR IMPROVEMENT: _____

PLANS FOR IMPROVEMENT: _____

09/09/80
ED705 J24

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EE 36

PROGRAM QUALITY PROFILE

Low High

Areas of Assessment		Program Quality Profile 1	2	3	4	5	NA
1.0	Program Planning						
2.0	Advisory Council						
3.0	Curriculum and Instruction						
4.0	Student Organization						
5.0	Equipment and Facilities						
6.0	Cooperative Education/ Occupational Experience						
7.0	Guidance and Counseling						
8.0	Placement and Follow-up						
9.0	Staff Qualifications and Professional Development						
10.0	Evaluation						
11.0	Special Population Needs						
12.0	Program Support						